

## CRITERIA FOR COURSE SYLLABUS EVALUATION

	0	1	2	3	4	
<b>COURSE DESCRIPTION</b>	Does not contain descriptions of all 5 components of the course description: aim, topics, place within program of study, length, and prerequisites. A consumer reading the description will be unsure of what takes place in the course.		Contains a description of all 5 components of the course description: aim, topics covered, place within the program of study, length of course, and prerequisites. A consumer reading the description will have a general idea about what takes place in the course.		Contains a <b>clear, specific</b> description of all 5 components of the course description: aim, topics covered, place within the program of study, length of course, and prerequisites. A consumer reading the description will have a clear, definite idea about what takes place in the course. The course description provides direction.	X3 (12 max.)
<b>INSTRUCTIONAL PHILOSOPHY AND DELIVERY PLAN</b>	Does not contain the 5 components of the instructional philosophy and deliver plan: expectations for student performance; instructional delivery; how students will work; community involvement; student evaluation. If the five components are present, they are described so vaguely that a consumer will be unsure about expectations in the course.		Contains the 5 components of the instructional philosophy and deliver plan: expectations for student performance; instructional delivery; how students will work; community involvement; student evaluation, but not to the specificity of a 5 rating. A consumer will have a good idea of expectations in the course.		Contains in detail the 5 components of the instructional philosophy and deliver plan: expectations for student performance; instructional delivery; how students will work; community involvement; student evaluation. A consumer will have a clear understanding about expectations in the course.	X4 (16 max.)

COURSE GOALS	<p>Course goals do not integrate technical and academic standards and transferable work skills. There is little or no evidence of Core Course Standards. Goals focus on lower level thinking skills at the knowledge and/or comprehension level and do not include higher level critical thinking skills. Consumers will not have a clear understanding of what students will know and be able to do by the end of the course.</p>		<p>There is some evidence of integration of academic, technical, and work skills standards and Core Course Standards. Course goals include both lower and higher level thinking skills. Consumers will have a general understanding of what students will know and be able to do by the end of the course.</p>		<p>Technical and academic standards and transferable work skills are <b>integrated</b> in course goals. <b>Core Course Standards</b> are imbedded in the goals. Goals go beyond knowledge and comprehension skills and include higher order thinking skills such as analysis, application, and evaluation. Consumers will have a clear understanding of what students will know and be able to do by the end of the course.</p>	<p>X6 (24 max.)</p>
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	0	1	2	3	4	
<b>MAJOR COURSE PROJECTS</b>	Course projects are loosely related or unrelated to course goals and provide students with little opportunity to acquire technical, academic, and work place skills. Projects do not offer students opportunities to enhance critical thinking and problem solving skills.		Course projects are somewhat related to course goals and allow students to acquire technical, academic, and work place skills in a contextual setting and some real work experience. Projects offer students the opportunity to develop some critical thinking and problem solving skills.		Course projects are clearly related to course goals and allow students to acquire technical, academic, and work place skills in a contextual setting and provide real work experiences. Projects offer students the opportunity to develop critical thinking and problem solving skills.	X6 (24 max.)
<b>COURSE ASSESSMENT PLAN</b>	The course assessment plan relies too much on one-type of assessment. Assessment plan does not take into account individual student needs. Little opportunity for students to demonstrate knowledge and skills. There is no clear evidence that technical, academic, and transferable work skills standards are being assessed.		The course assessment plan attempts to evaluate all three standards: technical, academic, and transferable work skills. The plan offers some opportunities for students to demonstrate knowledge and skills through a variety of assessment strategies. Assessments rely more on lower level thinking skills as recalling facts and information and understanding information.		The course assessment plan provides clear evidence that it evaluates all three standards: technical, academic, and transferable work skills. The plan uses multiple assessment strategies to assess students' knowledge and skills and provide information that enables the teacher to vary instruction based on student needs. The plan offers opportunities for students to demonstrate their ability to research, plan, solve problems and become independent learners. Assessments evaluate knowledge and skills application and ask students to use higher order thinking skills.	X6 (24 max.)

**Rating Scale:**

Course Description	0-12 points, 6 points minimum for acceptability
Instruction Philosophy/Delivery Plan	0-16 points, 8 points minimum for acceptability
Course Goals	0-24 points, 12 points minimum for acceptability
Major Course Projects	0-24 points, 12 points minimum for acceptability
Course Assessment Plan	0-24 points, 12 points minimum for acceptability

Total scores for syllabus                      100 points maximum  
    50 points minimum    Anything lower, entire syllabus needs revision.

Any section of the syllabus scoring below the minimum points will need to be revised.